**AP U.S. History Syllabus**

**Veterans Memorial High School**

**Instructor: Shawn Tolmsoff**

**Email: stolmsoff@judsonisd.org**

**Course Overview**

Advanced Placement United States History is a rigorous, college level course intended to develop the higher level thinking skills required in an undergraduate history class. The course is designed to further student comprehension of the history of the United States- from its beginning to the present.

One of the main goals of the course is to develop an understanding of the key themes in early and modern American history (such as American diversity, American identity, culture, demographic changes, economic transformations, environment, globalization, politics and citizenship, reform, religion, slavery and its legacy, and war and diplomacy) and how those themes are interconnected.

It is also the goal of the course to develop an ability to analyze and accurately interpret historical evidence through the use of primary and secondary sources as well as to develop an ability to apply that understanding of historical evidence in writing and other forms of communication.

The historical content, the ability to apply evidence, and the writing skills developed throughout the course are utilized by students in the College Board AP U.S. History Exam at the end of the year.

***This course is fast-paced and requires a large amount of reading and a great deal of commitment.***

**Grading:** *Subject to Change*

The course grade is a weighted average consisting of the following elements:

* **Quarterly Grades……….80%**
* **Semester Exam and Final Exam Grade………20%**

The course grade is a weighted average consisting of the following elements:

* **Major Grades (Tests, Essays, Research Projects, etc.) ………………….…. 60%**
* **Minor Grades (Daily Quizzes, Homework, Daily assignments. etc.) ………………………….... 40%**
* Multiple choice, DBQs, short answers, and free-response essay exams will be given at the end of each unit; they will be **cumulative** (i.e., information from previous units will be on all tests) and **inclusive** (i.e., it will include information from the textbook and outside readings). There will be 2 to 3 tests per nine weeks and these will be modeled after the AP Exam.
* Essays will be counted as a test grade and will be modeled after the AP Exam. There will be a minimum of 2 essays per nine weeks (e.g., one DBQ and one Long Essay).
* Quizzes will be given after every chapter; these will be short answer questions or multiple-choice questions and will be modeled after the AP Exam.
* All tests and quizzes will be timed and completed in class.
* Students are expected to turn in all work on time. According to district policy, late assignments will be accepted **3 days** from the assignment due date or at the end of the nine weeks, whichever is sooner. When an assignment is submitted after the due date, a **penalty of ten (10) points per day** will be deducted from the grade. **Assignments turned in on the fourth day will result in a zero.** If there is an emergency or personal situation, the student should contact me prior to 8:30 am of the assigned due date.
* IF YOU HAVE A QUESTION OR ISSUE WITH A GRADE YOU MUST ATTEND TUTORING. **(Tuesday’s and Thursday’s 7:45 am- 8:30 am. or by appointment)**

**Calendars:** *(These are definitely subject to change and most likely will change.)*

* Distributed at the beginning of the semester
* Posted on my Weebly site (stolmsoff.weebly.com)
* All reading assignments and major grades are listed on the calendar
* Students are responsible for all assignments, quizzes, essay, tests, and projects listed on the calendar, **even if they are absent**.

**Homework:**

* **READ! READ! READ!** Read all assigned chapters and outside readings when they are due! Your ability to keep up with the material and readings will help facilitate class discussions and learning.
* All assignments listed on the calendar or given in class are due on the assigned date regardless of absences.
* If a student is absent on the day homework is assigned, the student is responsible for obtaining the assignment the day they return to school. The assignment will be due the following class.

**Accountability and Independent Learning:**

You are responsible for reading and studying the textbook *American History: Connecting with the Past* (as well as ALL other readings). There will be a daily calendar at the beginning of each semester (and you will be given a hard copy of the calendar) to assist you in this process. I will also place a calendar on my Weebly site. While ***some*** of the textbook will be discussed in detail through our class lectures, discussions, seminars, and debates, some of it will be covered through ***independent learning***.

**Academic Honesty:**

It is expected that students will use genuine, sincere, and fair means for the accomplishment of tests, assignments, tasks, or projects from which evaluations of progress shall be determined. Any students found plagiarizing, copying, airdropping, or cheating in any way will receive an automatic zero and phone calls will be made to their parents, coaches, and extra-curricular leaders. In addition, students will be given a Disciplinary Referral and sent to the office. To prevent any confusion, students will not be allowed to take pictures of their assignments, completed or not.

**Attendance and Tardiness:**

* The pace of this course is accelerated and missing class might cause problems. **If you do have to miss class, check your calendar for assignments.** All assignments should be completed in a timely fashion.
* Quizzes, essays, tests, and timed activities/assignments begin promptly at the beginning of class.
* If a student is tardy to class, they will **NOT** be given additional time for completion of the assessment/assignment.
* If a student has an excused tardy to class, they will be allowed the following options:

1. Take the quiz, test, etc. and receive **NO** additional time.
2. Make up the quiz, test, etc. at a specified time during tutoring hours.

**Test corrections:**

* Students who do not demonstrate mastery of content the first time may do test corrections. My policy in APUSH is as follows:
  + Anyone who makes below a 70% passing on an exam is allowed to correct their exam.
  + **All missing assignments and unsatisfactory assignments must be corrected and turned in for that unit before test corrections can be given.**
  + All corrections must be done during tutoring hours.
  + Any missed questions must be written out along with the correct answer and an explanation as to why that is the correct answer.
  + A student who corrects an exam cannot get above a 70%.
  + This must be done within a week of the failed exam.

**Materials Needed:**

* Three ring binder (I prefer these over spiral notebooks as it is much easier to keep them organized and hold assignments.)
* #2 Pencils
* Blue or Black Pens
* Notebook paper

**Taking Notes:**

* Taking notes is a required activity for this course – these are to be done **in class** over **ALL** the chapters/modules in the textbook.
* Notes will be checked periodically and may be counted as a daily minor grade.
* The expectation is that this is a college course and notes will be taken in that manner.
* Chapter quizzes will cover relevant material from the chapter notes.

**Class Discussions/Lectures:**

* When we cover a chapter in class, we discuss it as a class. There will be **discussion/lecture** on what you were supposed to have read for that day. Therefore, it is imperative that you keep up with the chapter readings. I love having open discussion lectures with power points as a guide.

**Class Rules:**

I will lead a respectful and disciplined classroom. To achieve this, I have established a few simple policies. As a student, it is your responsibility to comply with these policies. If you choose to break a rule, there will be serious consequences.

* Students will be respectful at all times. Hateful comments concerning race, gender, sexuality, appearance, etc. will not be tolerated. Students will keep their hands to themselves at all time.
* Students should be seated and prepared to work when the bell rings. This includes having all materials needed, including writing materials, and sharpened pencils within your possession.
* **In accordance with district/school policy, cell phones, music players, and other electronic devices are not permitted. In addition, applying make-up in class is not allowed. If seen or heard, items will be confiscated and sent to the office. By entering in the classroom, you agree to this policy and are aware that your phone will be confiscated and sent to the office if seen or used. Devices may be used at teacher’s discretion ONLY for academic purposes.**
* No food or drink is allowed in the classroom. A clear closable container of water is permitted.

**Hall Passes:**

Students are expected to take care of all personal business during passing periods. Students should not ask for a hall pass to retrieve their book or other supplies, to see another teacher or student, get a drink of water, or other non-emergency situations, this includes restroom passes. Please take care of your personal business BEFORE the tardy bell.

**Substitute Behavior:**

You should be on your absolute best behavior. When I return I expect nothing less than an outstanding report. Do what is assigned and expect it to be graded. If you choose not to complete the work assigned, you will receive a zero. Substitutes will not issue any bathroom passes or hall passes.

**My Website:** stolmsoff.weebly.com

* I created a Weebly website years ago to be able to provide my students with resources. I will be working on an AP tab this year for my APUSH students. The site will provide power points and other materials in the event of an absence or simply for study purposes.

**Course Outline:**

**Period 1 (1491-1607)**

Chapter 1. THE COLLISION OF CULTURES (5%)

**Period 2 (1607-1754)**

Chapter 2. TRANSPLANTATIONS AND BORDERLANDS (45%)

Chapter 3. SOCIETY AND CULTURE IN PROVINCIAL AMERICA (45%)

**Period 3: 1754-1800**

Chapter 4. THE EMPIRE IN TRANSITION (45%)

Chapter 5. THE AMERICAN REVOLUTION (45%)

Chapter 6. THE CONSTITUTION AND THE NEW REPUBLIC (45%)

**Period 4: 1800-1848**

Chapter 7. THE JEFFERSONIAN ERA (45%)

Chapter 8. VARIETIES OF AMERICAN NATIONALISM (45%)

Chapter 9. JACKSONIAN AMERICA

Chapter 10. AMERICA’S ECONOMIC REVOLUTION (45%)

Chapter 11. COTTON, SLAVERY, AND THE OLD SOUTH (45%)

Chapter 12. ANTEBELLUM CULTURE AND REFORM (45%)

**Period 5: 1844-1877**

Chapter 13. THE IMPENDING CRISIS (45%)

Chapter 14. THE CIVIL WAR (45%)

Chapter 15. RECONSTRUCTION AND THE NEW SOUTH (45%)

**Period 6: 1865-1898**

Chapter 16. THE CONQUEST OF THE FAR WEST (45%)

Chapter 17. INDUSTRIAL SUPREMACY (45%)

Chapter 18. THE AGE OF THE CITY (45%)

**Period 7: 1890-1945**

Chapter 19. FROM CRISIS TO EMPIRE (45%)

Chapter 20. THE PROGRESSIVES (45%)

Chapter 21. AMERICA AND THE GREAT WAR (45%)

Chapter 22. THE “NEW ERA” (45%)

Chapter 23. THE GREAT DEPRESSION (45%)

Chapter 24. THE NEW DEAL (45%)

Chapter 25. THE GLOBAL CRISIS, 1921–1941 (45%)

Chapter 26. THE COLLISION OF CULTURES (45%)

**Period 8: 1945-1980**

Chapter 27. THE COLD WAR (45%)

Chapter 28. THE AFFLUENT SOCIETY (45%)

Chapter 29. CIVIL RIGHTS, VIETNAM, AND THE ORDEAL OF LIBERALISM (45%)

Chapter 30. THE CRISIS OF AUTHORITY (45%)

**Period 9: 1980-Present**

Chapter 31. FROM THE “AGE OF LIMITS” TO THE AGE OF REAGAN (5%)

Chapter 32. THE AGE OF GLOBALIZATION (5%)

Dear Parents/Guardians,

My name is Shawn Tolmsoff and I am your student’s new AP U.S. History teacher this school year! Attached is a syllabus with a general overview of the expectations and requirements of the course. Please read through it in order to become more familiar with what your student will be doing in my class throughout this school year. Some of the things in the syllabus and calendar are subject to change (dates of assignments etc.) but I will try to notify you and the students in advance for any major alterations.

A little bit about myself: I have been teaching at the college level for the past ten years as an instructor (Blinn CC in Bryan and Lone Star CC, Montgomery) while at the same time for the past four years I have taught dual credit US History in Conroe ISD. Though AP US History will be a new venture for me, I am excited for the challenge of teaching our students the subject I love as well as preparing them for success on the APUSH and STAAR exams. Specifics about the APUSH test itself can be found on the College Board website or you can contact me with questions. Admittedly, I was not informed until about two weeks before school that I was going to be teaching the course so I’ve been hastily trying to prepare myself. Nonetheless, I feel confident that I will have your students well prepared to pass the AP exam in May.

In addition, film clips are occasionally shown in class that may contain mature material, such as some explicit language and/or violence. These films may have depictions of war, such as Ken Burn’s *The War*, *Saving Private Ryan*, *Far and Away*, *John Adams, Gangs of New York,* and others. If an objection is made, an alternative assignment will be provided and the student will be excused from viewing the film. We use our best judgment to determine what film clips augment the course subject and give students a feel for the historical event depicted. Likewise, when able, we edit film material to minimize any objectionable material. These clips are not for entertainment but as a way to provide visual instruction for the students.

My tutoring times are still being determined as I have just recently received my schedule but I am fairly flexible. Tuesdays and Thursdays 7:45-8:30 are required times but I can make arrangements to be here if need be. I usually get to school early and can stay after if the situation presents itself. Communication is key for any and all issues that might come up this year. If there is a concern about grades or missing work all students are encouraged to come to tutoring to speak with me privately. Please feel free to also email or call me with any questions you might have regarding assignments, grades, or class activities.

Sincerely,

Shawn Tolmsoff

stolmsoff@judsonisd.org

**Parent Contact Information Sheet**

Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Course/period: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parents/Guardians: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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\*\*Parent/Guardian Email\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Telephone numbers:

Mother’s/Guardian’s Home #\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Work or Cell #\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Father’s/Guardian’s Home #\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Work or Cell #\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

It is important for communication between the teacher and the parents to occur whenever possible. Please keep me informed of any changes at home that may affect your child’s academic performance. I will also keep you informed.

Any special information that would be beneficial to me as his/her teacher:

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I am aware that this will be a rigorous, intense, fast paced course with extensive work done outside of class that is designed to help me in the future to pass the AP exams as well as be successful in college, so I am committed to diligently working hard throughout the whole year and staying on top of my assignments, reading, and coursework.

I am aware that tutoring is offered before school on Tuesday’s and Thursday’s or by appointment.

I will also contact Mr. Tolmsoff if I have any issues with the pace, rigor, course load, etc… to assess my position in the course and evaluate the available resources and options that I have to be successful in this course.

Lastly, I have read, understand, and agree to the grading policy, academic honesty, class rules and other sections of this classroom syllabus.

\_\_\_\_\_\_\_\_ My student **does** have permission to watch relevant in class films.

\_\_\_\_\_\_\_\_ My student **does not** have permission to watch relevant in class films.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (signature of student)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (signature of parent/guardian)

**PLEASE RETURN THIS PAGE ONLY TO Mr. Tolmsoff BY August 24, 2018**